



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **STRATFORD ISD** CDN **17560025300** Vendor ID **17560025300** ESC **16** DUNS **838279560**
Address **503 N. 8TH STREET** City **STRATFORD** ZIP **79084** Phone **806-366-3300**
Primary Contact **MIKE DOMINGUEZ** Email **MIKE.DOMINGUEZ@STRATFORDISD.** Phone **806-366-3303**
Secondary Contact **LYNETTE KAUTZ** Email **LYNETTE.KAUTZ@STRATFORDISD.N** Phone **806-366-3302**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **MIKE DOMINGUEZ** Title **SUPERINTENDENT**

Email **MIKE.DOMINGUEZ@STRATFORDISD.NET** Phone **806-366-3303**

Signature **Mike Dominguez** Date **11/12/2018**

Grant Writer Name **LYNETTE KAUTZ** Signature **Lynette Kautz** Date **11/12/2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-087

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Expand current system for providing our students with dual credits.	Stratford ISD (SISD) will seek additional IHE (Institutions of Higher Education) MOUs beyond Amarillo College (AC) to provide our students with additional locations to gain dual credits. SISD will seek to find teachers who current meet and/or will seek the graduate hours needed to allow them to be dual credit teachers.
Develop current paraprofessionals into certified teachers so that we can develop of pool of highly qualified instructional staff members who have greater ties to the community to 'grow our own.'	SISD will working with para's who have 2+ years of college to help them finish their undergraduate degree and provide a year long internship that will allow them to retain SISD employment while completing the certification.
Provide systems for current SISD students to obtain the 'teacher endorsement' to allow them to seek to become certified teachers upon receiving the undergraduate degree	SISD will seek a dual credit system and promote Family, Career and Community Leaders of America (FCCLA) current and future activities to promote the goal of increasing the number of students who obtain dual credits/endorsements that lead to them becoming certified teachers in Texas

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SISD has 1 current teacher (3 working in the FCCLA system) who have the certifications/graduate hours to teach dual credit courses and the other 3 working towards hours by 2020/21 school year. This current FCCLA system is the base for providing general services to meet the goals of this grant. SISD will build the pool of future teachers by offering our graduate the commitment to hire them once they graduate and return. SISD will recruit 1 paraprofessional for the undergraduate degree and be hired for a one year internship for the 2021/22 school year to complete their certification process. We will move 4 current degreed staff to full certified teachers through the use of this program.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1) SISD certified staff and paraprofessional are informed and recruited for the program
- 2) Additional MOUs with IHEs will be obtained for dual credit courses, training of staff, and system established to have SISD staff specific courses with alternative certification systems for the 4 degreed staff
- 3) SISD development system will seek other resources for staff and the programs so that we will be able to create methods by which the goals of increasing the number of teachers in rural areas along with the range of endorsements can be increased
- 4) SISD staff will use the FCCLA group with goal of developing PGP (Personal Graduation Plan) for students that include the teaching endorsement along with obtaining dual credits for the teaching degree/certification
- 5) SISD central office staff will develop systems to manage and integrate the program into the current teaching systems

Measurable Progress (Cont.)**Second-Quarter Benchmark**

- 1) Federal Programs Office will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) Development system will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data from the program concerning student academic and other outcomes will be collected to show number coming to FCCLA meetings and if the academic/SEL - Social Emotional Learning - of the students in classes with the staff are increasing
- 5) Any staff who dropped out will be replaced

Third-Quarter Benchmark

- 1) Federal Programs Office will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) Development system will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data collection will be focused to the inclusion in the CIP - Campus Improvement Plan - so that the positive aspects of the program can be sustained
- 5) Federal Programs Office will begin to prepare reports for TEA and assure that the funds in the program are being spent in timely manner to meet the goals of the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will link senior SISD staff to the groups staff at the IHE(s). The major determining data will be the progress in obtaining college credits to graduate or obtain certification(s) from their respective programs. The senior staff will monitor the development of PCLs and aid in the studies that will extend the IHE work to SISD culture of wanting to be able to 'grow our own' in several fields and for SISD students to become teachers. We want to make SISD a place where people will want to move because of the progress of the ISD in developing a new view of what education can be. SISD will disseminate information about the program that will help other ISDs develop similar programs by developing presentation for Mid-Winter and other conferences. The evaluation methods that SISD is putting in place is allow ways to use data to drive programs in a better manner. We will use the obtaining of graduation credits as the major indicator of staff success in meeting the PGP requirements to meet grant goals in timely manner. Staff who are having issues meeting requirement will be given extra non-IHE support through the SISD PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras, degreed but not certified, and others in having another system to meet this 'end' grant requirement. We will bring SISD education focused junior/seniors students and other staff into the PLCs in the last two semesters of the program so that there is greater access to people who have already met the state requirements for the positions that they wish to hold. The IHEs staff will work with the Master's program staff to help them understand their role in the teaching of dual credit classes and the IHE requirements to be teacher of record. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with SISD students; these staff members are making a major life change so we believe that they will seek help on their own if various support systems are built into our program. The measure of the high school programs on support the educational field career will be done by the number of students in this club, number of student in the education CTE course of study, and the number of student enrolled in post-secondary IHE program for education. These data will be use for the CIP/DIP so that culture of SISD can be changed and the program of 'growing our own' can be sustained in some form. The CTE educational program and ongoing outreach to community funders to find other funding sources for the staff programs will be based on the pilot information that we gain from the funding of this program & development of CIP/DIP updates.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Family, Career and Community Leaders of America (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This allows SISD to use federal Career and Technical Education funding to support student. SISD will use the current program of developing future teachers by having principals and the CTE staff suggest the best ways to increase our current students considering teaching as a career while 'growing our own' staff members. These suggestions will be from instructional staff who have shown that they are accomplished at having student who pass STAAR and other CCMR (College Career Military Readiness) measures of student success. Further, on SEL-type measures, teacher who 'connect well' with students will be sought. Last, because of the 68% minority student population at SISD, we will give preference to staff who 'look like' our students.

SISD developing participation in FCCLA will give our students who wish to consider the teaching endorsement the opportunity to work with other students in tutoring roles, to hear from experienced teachers, to learn what it takes to be a teacher, etc. Let them know what is available in the educational field - elementary, secondary, college, coaching, counseling, special education, gifted, administration, bilingual, library science, etc. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character service, and leadership skill necessary for becoming effective teachers.

We will use the eight FCCLA goals/project areas below to promote teaching as a CTE professional endorsement - Teaching/Classroom Participation Projects, Participation Projects, Recreational Projects, Teacher Appreciation Projects, Fund Raising Projects, Leadership Projects, Educational Awareness Projects, and Service Projects.

- To provide opportunities for personal development and preparation for adult life
- To strengthen the function of the family as a basic unit of society
- To encourage democracy through cooperative action in the home and community
- To encourage individual and group involvement in helping achieve global cooperation and harmony
- To promote greater understanding between youth and adults
- To provide opportunities for making decisions and for assuming responsibilities
- To prepare for the multiple roles of men and women in today's society
- To promote Family and Consumer Sciences and related occupations

All of these project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. The FCCLA convention is another way of exposing our SISD students to the greater roles that can be done within an ISD.

SISD's FCCLA group at the campus role will be expanded so that our students will have another place to learn leadership and related skills. Our student will be able to explore a CCMR field that they might not be considering but may have been one of the first jobs that they ever thought they would be. This will allow SISD students to see that keeping their options open and "learning" transferable life skills is one of the ways that they can have post-secondary career success.

The staff members will have the same 3-year commitment to remain at SISD as the paraprofessionals. This will assure that the program is sustained. The CIP/DIP will be updated to reflect the development of this CTE Endorsement. These staff members will also be included in the leadership teams at their respective campuses so that we can extend the PCL system to build the pool of campus/district leaders from staff receiving this training. We hope in 3 to 5 years after our first senior graduates to hire them to be a teacher at SISD thus fully meeting the goals of this grant! Yes, we have the goal of at least one student obtaining the Associate Degree and their High School Diploma at the same time!

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The MOU will contain language that describes how the staff member agrees to work for SISD for at least 3 years after completing the Bachelor's program/certification and will work with the various student and other SISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund SISD the funds given to them to obtain their Bachelor's/certification if they choose to leave before the three-year period. This is being done so that SISD would have funds to fund other staff members' Bachelor's/certification so that the goals of the grant are met. This will also be done if a person does not complete their Bachelor's/certification in the agreed upon time frame.

SISD student body has the following make up from the 2016/17 TAPR Report: Total Enrollment 579 - 0.7% Africa American, 64.4% Hispanic, 32.1% White, 0.2% Asian; 58.0% Economically Disadvantage, 14.2% English Language Learners, 41.8% At-risk, & 8.1% Special Education students. The students' generally score below the state average on STAAR and End of Course tests. There are sub-group gaps in measured performance with minority students scoring lower than White students. We believe that that increasing of local teachers with content Master's and the paras being teachers will increase the the numbers of staff that 'look like our students' thus raising general expectations for all our students.

SISD has placed fliers in all the building and is seeking paraprofessionals who have either Associate degree or enough hours in their current program to be qualified to do a 1-year internship at SISD by the end of the 2020/21 school year (internship 2021/22). This will allow us to develop the maximum number of staff with a connection to Stratford and who wish to serve students with special needs or from traditionally underrepresented groups thorough the development of the two pathways. Because the rural nature of SISD and that we can train all the current staff, we will provide services to all current staff who expressed an interest in being in this program.

The paras in this program will be included in the campus leadership teams to increase their understanding of the day-to-day operations of the build and how changing in the systems can promote increased student outcomes. The PLC system will include these staff for similar reasons. Also, paras not selected for the program will be asked if they would like to be included in the PLC so that if other funding is obtained they can move into the program without any delay.

SISD, through the DIP, is committed to seek additional resources to sustain this system and increase the numbers of paraprofessional (and Master's level dual credit teachers) who become certified teachers in high needs areas. We see this as a method to solve our need to have a better ELL system of instruction, have staff who choose to work with special needs students, and build a system of CCMR CTE endorsements that promote every student at SISD have at least 12 hours of dual credits before they graduate from SISD. We currently are developing programs that will allow some of our student to earn both their diploma and Associate Degree. A DIP goal is to extend this system to other career pathways. We will use the two pathways to promote that SISD is a place that is a "grow your own" community that want to hire our former students when they graduate. This will allow SISD to overcome our rural nature and promote people moving to Stratford because they see the great benefits of what an education at our district will bring!

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="1"/>	X \$11,000 =	<input type="text" value="11,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="3"/>	X \$5,500 =	<input type="text" value="16,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="33,500"/>

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="4"/>	X \$5,500 =	<input type="text" value="22,000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="1"/>	X \$11,000 =	<input type="text" value="11,000"/>
Request for Pathway 2			<input type="text" value="33,000"/>
Request for Pathway 1			<input type="text" value="33,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="66,500"/>

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends to staff members in the 'grow your own' program	35,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

PLC and other contracted services for the effective operations of the 'grow your own' program	5,000

SUPPLIES AND MATERIALS (6300)

PLC materials and IHE books	4,100
General instructional materials to allow items learned in PLC to be done	5,000
Integrated multi-media presentational system with content extenders linked to PLC system	6,900

OTHER OPERATING COSTS (6400)

Staff Development conferences in state	5,000
Mid-Winter for presentations	3,400

Total Direct Costs 64,400

Should match amount of Total Request from page 8 of this application

Indirect Costs 2,100**TOTAL AMOUNT REQUESTED** 66,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Stratford ISD (SISD) is supporting the growth of our students entering the teaching profession by promoting knowledge of FCCLA (Family, Career and Community Leaders of America). FCCLA is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. We currently have FCCLA group at SISD help students who are focusing their CCMR (College, Career, & Military Readiness) pathway in educational fields. This real-world experiences helps them understand the range of positions in the profession and determine their personal career match. This will allow our students to have experiences that will support this career choice. Counseling is provided, in age appropriate manners, to all our students.

Since SISD is building on FCCLA program, we will more quickly build a core group of students to develop the CTE-type (Career & Technology Education) courses that will allow students to develop endorsement in the teaching-field. The CIP (Campus Improvement Plan) process in the summer of 2019 to determine the system that will be used to use at Amarillo College (AC - see MOU) courses and programs to develop this endorsement and the set of courses at SISD. This will allow the system of providing SISD students with the CCMR endorsement to focus their career in the educational field.

SISD is engaging in CIP/DIP Strategic Planning process to improve the quality of the staff, professional development, and educational outcomes for our stakeholders. The linkage of the educational training CTE endorsement systems is designed to increase the overall quality of the staff at SISD. Further, the use of the Grow Your Own (GYO) concept will allow SISD to move paraprofessional staff member and non-certified but degreed staff into teaching roles. Also, SISD will develop current instructional staff to the point that they can provide the dual-credit classes for our students. This will provide the frame work, with ongoing professional development, to raise the overall quality of the staff. Both of these systems will build the number of highly qualified staff that have a connection to the Stratford community. This development of core group of dedicated staff will promote overall standards increases for what is expected of SISD staff.

The measures of student achievement will be done through a combination of classroom, state testing, and their meeting CCMR personal goals. The standard 3-week reporting system (progress & report cards) will be used as the initial measure of students gaining academic skills. This system is linked to the state testing in terms of scope & sequence measures for the TEKS (Texas Essential Knowledge and Skills) determining the items to be taught in specific courses. SISD uses a system of standard assessment testing to determine student outcomes on the TEKS and provides unit data on each teacher's students in obtaining these items. This information is used to develop re-teaching plans for students who did not obtain understanding at the desired level. SISD uses the benchmark system to determine the supports needed by each student to pass these tests. Last, SISD is developing a system to track the post-secondary outcomes for our students to provide more life-long learning outcomes to asset program items.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

SISD will be building the educational endorsement track over two-year period with the initial phase for the 2019/20 school year being increasing the role FCCLA and the core number of students that in the 2020/21 school year move into CTE endorsement track. The offering of the endorsement will be to all SISD students who have the follow demographics - 2016/17 TAPR Report: Total Enrollment 579 - 0.7% Africa American, 64.4% Hispanic (H), 32.1% White (W), 0.2% Asian; 58.0% Economically Disadvantage, 14.2% English Language Learners, 41.8% At-risk, & 8.1% Special Education students. The students had Average ACT Score of 21.3 with H at 19.2, & W at 24.5 which shows gaps; Graduates Enrolled in Texas Institution of Higher Education were 52.8%; Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year 39.1% - H = 26.7% & W = 66.7% which shows gaps; College and Career Ready Graduates 65.2% - H = 56.7% & W = 80.0% which shows gaps; Attendance Rate 96.5%; and Annual Dropout Rate - Grades 7-8 = 0% & Grades 9-12 = 1.7%. These data show the general needs for our students and how this program will increase the number and quality of services for our students.

The development of the FCCLA system along with the use of the GYO-system to increase the number of instructional staff with connections to Stratford will allow us to develop the core systems that will increase SISD student interest in the teaching career field while developing a core of instructional staff who are committed to Stratford and have increased their abilities to be effective teachers. The teaching endorsement area will be marketed with the other CCMR programs. This system uses career exploration in the lower grades and during the 8th grade year the development PGP (Personal Graduation Plan) that includes endorsement(s). The students and parents review these plans yearly to determine if the CCMR has changed and if progress is being met to graduate with their age-peers. Any changes to the PGP are made and the student's courses are tracked to assure that they are meeting their goals in timely manner.

The campus leadership through the overall counseling process will provide information on the education field as a clear choice for students. The FCCLA program will allow students to have peers that support entering into education as a career field. The linking of the CTE endorsement to allow students to be Teacher's Aides will give our student more examples of the benefits of education as a career pathway. This will provide the pipeline of students entering the educational field that will allow the goals of this grant program to be met.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

SISD is partnering with Amarillo College (AC) to award dual credit to our students. This partnership allows SISD students the possibility to obtain an Associate's Degree along with High School Diploma. SISD is attempting to build on current IHE relationships by expanding the current MOUs and other associations to allow for more students to obtain dual credits in a manner to align with their PGP. Having multi-IHEs with multi-pathways for the dual credits will allow our students different methods of obtaining college credits from the IHE that they will be attending in the fall. This will show all of our students that they can 'do' college level work and help us build a college-going culture in Stratford. This will allow all our students to develop life-long learning skills that will be required in the new gig-economy where more than 70% of the jobs that they will be earning a living have yet to be created (Crane, 2011). These jobs will require ongoing CCMR development beyond current industry certification and/or degrees. The "growing our own" goals will be met by this reframing of what education means in this changing world.

SISD is using the current partnership (see MOUs) as the framework for developing more IHEs connections. Upon notification of award SISD staff will work with central office staff to build other course pathways. This will allow over the summer of 2019 the development of other dual credit courses. In the 2019/20 school year these additional dual credit systems will be piloted to assure that industry certifications / endorsements are met and that credit for awarding degrees will be met and that we are recruiting enough students to the program for it to be viable. Last, we will develop family training systems so that the parents of these students know how to support their children in a manner that allows success and the parents to assume the role of 'first teacher' (Urban Child Institute, 2016).

Current MOUs are attached and SISD will be attempting to develop additional over the summer of 2019 and 2020.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The staff members applying for the para/non-certified program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations in Stratford, and links to Professional Learning Communities (PCL) that include para/non-certified. We are able to serve all the staff who expressed an interest in being a part of the program.

With SISD being 68% non-White students, preference will be given to minority applicants so that our students have role models that 'look like them' to promote more of our students to obtain dual credits, have front-line instructional staff that students know as 'teaching aides' obtaining certification, and providing role models as why considering teaching as professional is a viable CCMR choice. Teachers in the STEM areas and Special Education will be preferred but SISD goal is to have at least one staff member with a content area Master's in all major subject areas so that we will have the ability to provide a wider range of dual credit classes. This staff member will further serve as a role model for the paras obtaining their initial certification and undergraduate degree as what they can do if they continue their education. We will give preference to paras with 3-5 years of experience in the classroom and/or at SISD. This is because these people already have a connection to SISD and can be expected to stay at SISD. (NOTE - these items are being included in case we would have a change in the number of people at SISD who wanted to be in the program and needed to select staff)

The MOU will contain language that describes how the staff member agrees to work for SISD for at least 3 years after completing the Bachelor's program and will work with the various student and other SISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund SISD the funds given to them to obtain their Bachelor's if they choose to leave before the three-year period. This is being done so that SISD would have funds to fund other staff members' Bachelor's so that the goals of the grant are met. This will also be done if a person does not complete their Bachelor's in the agreed upon timeframe.

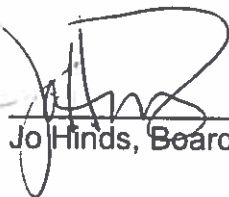
The paraprofessional will be given, by their current teacher(s), the opportunity to 'teach' lessons so that they can apply what they are learning at the IHE in real world setting. This will have extended professional development offered by central office staff to allow them to obtain the skills to be successful during their one-year internship instead of student teaching. If required for their undergraduate program, these paras will be allowed to attend classes or trainings during the normal school day as required by their degree program. The para will also engage in the Professional Learning Communities (PLC) as if they were already certified staff members so that they have greater understanding of how PLCs affect student outcomes.

Grow Your Own - Broad Member Personal Support

We, the undersigned, personally support Stratford ISD applying for the Grow Your Own Teacher development grant. We are seeking both dual credit qualified teachers and developing paraprofessional to becoming certified teachers for Stratford ISD. We believe that the funding of this grant proposal will allow our district to develop a core of highly qualified staff members who will increase the educational outcomes for our students.



Brad McBryde, Board President

Tim Hudson, Board Vice President

Jo Hinds, Board Secretary

Bryan Clift, Board Member

Kevin Braden, Board Member

Dan Law, Board Member

Walt Berry, Board Member



Amarillo College



April 1, 2017

Desine Garza
P O Box 108
Stratford TX 79084

Dear Desine:

I am writing in regard to the Dual Credit partnership your school is participating in with Amarillo College. We have been reviewing our records for each school, and it is time to update your agreement with the College.

Please have your Superintendent sign the attached agreement. Please keep a copy for your records, along with the *Texas Administrative Code on Dual Credit Partnerships Between Secondary Schools and Higher Education Institutions*, and mail back the original document to our office.

Thank you for your help in keeping both the high school and college in-line with Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Southern Association of Southern Schools (SACS) guidelines.

If you have questions, we can be reached at our phone numbers or by emails below.

Sincerely,

Becky Burton
Dean of Academic Outreach & Support Services
Amarillo College
bkburton@actx.edu
806.371.5122

Jason A Norman
Director of P-16 Career Pathways
Amarillo College
janorman@actx.edu
806.371.5214

attachments



Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 1</u>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<u>CHAPTER 4</u>	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
<u>SUBCHAPTER D</u>	DUAL CREDIT PARTNERSHIPS BETWEEN SECONDARY SCHOOLS AND TEXAS PUBLIC COLLEGES
RULE §4.85	Dual Credit Requirements

(a) Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) Public colleges may not offer remedial and developmental courses for dual credit.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement students.

(3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(f) Course Curriculum, Instruction, and Grading. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(h) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.

(2) The college may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college high school programs.

(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.



Amarillo College

**DUAL CREDIT AGREEMENT
AMARILLO COLLEGE –**

In order to provide students of Stratford ISD with the most appropriate educational experiences, Amarillo College and Stratford ISD enter into this agreement to award dual credit for certain specific courses. Dual credit refers to the practice of awarding college academic credit at both institutions for a course completed at either institution. As of the date of this agreement, the courses identified in the attached list are approved. Other courses may be added as experience indicates other student needs. Updates will be made each semester through the ISD dual credit coordinator's office. The following general requirements must be met in order for the student to receive credit for a dual credit course earned at Amarillo College.

STUDENT ELIGIBILITY

The student must complete an Amarillo College Application for Admission and be accepted to the college.

The student must meet established entrance requirements at Amarillo College as well as appropriate prerequisites for any course, including Texas Success Initiative mandates.

Eligibility for extracurricular activities will to be determined by the high school on a course-by-course basis.

Students enrolling in courses for credit at Amarillo College under this agreement will have all the rights and responsibilities and be subject to all policies as any other student. All policies and student rights may be found at <http://www.actx.edu>.

COURSE REQUIREMENTS

Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement students.

(3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.



Courses approved for dual credit instruction (other than technical/vocational) must be listed in the Texas Common Course Numbering System as transferable to four-year institutions
Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) Public colleges may not offer remedial and developmental courses for dual credit.

Dual credit courses will be equivalent to the corresponding course offered to non-dual credit students with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. Oversight will rest with the college department under which the course resides.

Dual Credit courses will be permanently recorded on the Amarillo College transcript at the completion of the course. The ISD is responsible for transcription of high school credit.

FACULTY REQUIREMENTS

All faculty teaching dual credit courses must meet the minimum qualifications established by Amarillo College and their accrediting body, Southern Association of Colleges and Schools, for the specific course and be subject to the Amarillo College instructor/course evaluation program. Faculty will go through an interview process and be subject to all department requirements. Dual credit faculty will be supervised by the appropriate Amarillo College faculty member.

LIBRARY

Access to Amarillo College Librarians and other Library resources for dual credit courses will be equivalent to the corresponding course offered to non-dual credit students. Students will maintain full access to the coordinating ISD Library and Librarians.

Dual credit faculty who wish to schedule a face-to-face Library Instruction session will be expected to schedule with the Amarillo College Library staff or an ISD Librarian who has attended an Amarillo College Library training session. Face-to-face instruction provided by Amarillo College Library staff will be provided on the Amarillo College Washington Street Campus. Digital resources are always available.

FUNDING

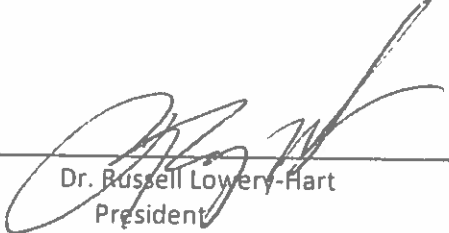
Amarillo College will receive \$50 per credit hour per course per student.



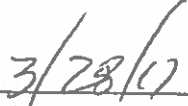
GENERAL GUIDELINES

The Dual Credit Coordinator under the auspices of the Vice President for Academic Affairs will serve as the liaison for all dual credit questions, disputes, scheduling, and processes.

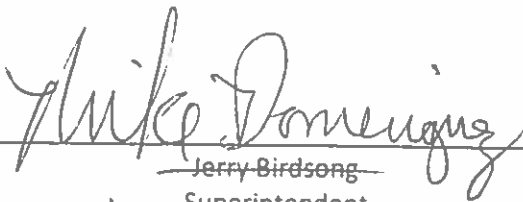
The school district agrees to add the gross pay and fringe benefits for applicable dual credit instructors to the instructors' payroll to compensate those instructors for teaching dual credit courses. Amarillo College will remit the amount of this gross pay and fringes to the school district each long semester.

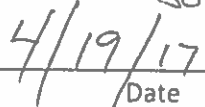


Dr. Russell Lowery-Hart
President



Date



~~Jerry Birdsong~~
Superintendent
Mike Dominguez


Date